



**ELL Institute on Language Acquisition and Academic Achievement**  
**Monday, August 3<sup>rd</sup> & Tuesday, August 4<sup>th</sup> 2015**

**8:30am – 4pm**

The Hill Center at the Old Naval Hospital  
921 Pennsylvania Ave SE  
Washington, DC 20003

**DAY 1:**

**8:30-9:00**

***Registration***

**9:00-10:00**

***Opening Full Group Session***

**Framing the Conversation: What is English as a Second Language?**

**Audience: ALL**

This overview session will provide participants with a common language and a comprehensive overview of English as a Second Language (ESL). Participants will (1) engage in a simulation of what one experiences as an ELL; (2) examine ELL categorization and key terminology based on language proficiency; and (3) compare the various types of research-based language acquisition programs provided to ELLs.

*At the end of this session, participants will select one of the sessions outlined below.*

***A.M. Breakout Sessions***

**10:05-12:10**

**WIDA Introduction to the ELD Framework – **Pre-Registration Required** (click [here](#))**

**Audience: Teachers**

This interactive workshop explores the components of the WIDA Framework for Language Development Standards with a focus on academic language. Participants engage in hands-on activities that explore the WIDA Can Do philosophy, examine academic language, and consider the sociocultural factors that influence language use. This workshop provides foundational awareness of the WIDA framework and has been designed for any educator that works with English Language Learners.

**10:05-11:05**

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### **ELLs: The Policy Conversation**

#### **Audience: Leaders**

In this session, participants will engage in an in-depth discussion around the growing policy conversation around supporting ELLs. On the national level, districts are increasing their recognition of the specific responsibilities required for meeting the needs of ELLs, as this population continues to grow. States are approaching this conversation differently. This session will include a basic overview of the policy discussion of the nationwide trends and practices pertaining to supporting ELLs and their families.

**OR**

### **Placing Students at the Center of the Conversation: Capturing their Voices**

#### **Audience: ALL**

This session will place students at the forefront of conversation about ESL. The session will spotlight individual students and tell a story from the student perspective. Participants will: (1) describe the diverse educational experiences of ELLs in the DMV area; and (2) develop a deeper understanding of the specific challenges facing actual students.

**11:10-12:10**

### **Defining ELLs: Who Is In My Classroom?**

#### **Audience: ALL**

In this session, participants will develop a deeper understanding of diverse ELL populations (i.e., students with interrupted formal education, newcomers, early childhood students acquiring a new language, long-term ELLs). This session will provide a glimpse into the diverse backgrounds of ELLs in the DMV area.

**OR**

### **Preparing Students for PARCC: Writing in the Content Areas**

#### **Audience: ALL**

In this session, participants will analyze new expectations around writing set forth by PARCC and the CCSS. Targeted writing instruction and support is critical to the success of ELLs. This session will emphasize the design and implementation of high quality writing instruction that will engage students in higher levels of critical thinking, necessary for the rigorous demands of PARCC.

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*Lunch*  
*12:15-1:15*  
*Catered Lunch*

**Brown Bag Lunch: Community Resources and Outreach: What supports are available in our community?**

In this session, participants will have the opportunity to meet with available resources in the community. This session will be in the format of a community fair with tables for each partner.

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*P.M. Breakout Sessions*

**1:20-3:30**

**WIDA: Dynamic Differentiation for Linguistically Diverse Students**

**Audience: ALL**

Participants will approach the idea of differentiation of language from an asset-based perspective recognizing that language learners bring many contributions to the school community. Participants will collaborate to customize instruction for ELLs utilizing the WIDA ELD framework. While planning, participants will have ample time to reflect on creating appropriate challenges with productive struggles in a safe learning environment. This workshop is appropriate for classroom teachers, English Language specialists, administrators, curriculum development specialists, and support staff who are familiar with WIDA Standards.

**OR**

**1:20-2:20**

**ELLs: The Policy Conversation**

**OR**

**Placing Students at the Center of the Conversation: Capturing their Voices**

**2:25-3:30**

**Defining ELLs: Who Is In My Classroom?**

**OR**

**Preparing Students for PARCC: Writing in the Content Areas**

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**DAY 2:**  
**8:30-9:00**  
*Registration*

**9:00-9:15**

***Opening Full Group Session***

**Audience: ALL**

***A.M. Breakout Sessions***

**9:20-11:25**

**WIDA Standards-Based Lesson Planning (Part 1) **Pre-Registration Required** (click [here](#))**

***Prerequisite: WIDA Introduction to the ELD Framework - Day 1 (AM)***

**Audience: Teachers, Language Specialists**

This hands-on workshop focuses on using components of the WIDA ELD Standards Framework when lesson planning and is based on a student-centered, teacher-focused approach to engage English Language Learners (ELLs) in academic language development. Participants will engage in hands-on activities practicing how to consider the components of the framework for lesson planning.

**9:20-10:20**

**Empowering ELLs in the Classroom and on the Test: 21<sup>st</sup> Century Tech Tools**

**Audience: Teachers**

In this session, participants will explore a variety of technology tools designed to prepare students for success in the classroom and on standardized tests. This session will provide an opportunity for hands-on exploration of technology resources that can be integrated into daily classroom practices.

**OR**

**Distinguishing Differences: Dissecting the Needs of Dually-Identified Learners**

**Audience: ALL**

In this session, participants will distinguish between students with disabilities and students with language differences; and subsequently, students who are dual-identified learners. This session will provide participants with strategies relevant to serving all three populations.

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**10:25-11:25**

**An ESL Success Story: Past Practices and Moving Forward**

**Audience: ALL**

This session will include the story of a DC charter school that has made tremendous academic growth for ELLs. This school was featured by the Data Quality Campaign and will be featured in a white paper outlining nationwide best practices in servicing this population.

**OR**

**Leading a Collaborative Community: Culturally Competent Schools**

**Audience: Leaders**

In this session, participants will leverage their leadership skills and build individual capacity to respect and value diversity in the school and in the community. This session will examine individual mindsets as related to changing the conversation from “those kids” to “our kids.”

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***Lunch***

***11:30-12:45***

***On Your Own***

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***P.M. Breakout Sessions***

**12:50 - 2:55**

**WIDA Standards-Based Lesson Planning (continued)**

***Prerequisite: WIDA Introduction to the ELD Framework - Day 1 (AM)***

**Audience: Teachers**

**12:50-1:50**

**Engaging Parents and Guardians: Building Home-School Connections**

**Audience: ALL**

In this session, participants will examine and apply knowledge from evidence-based research on the impact of family involvement on ELL academic success. This session will include practical strategies for building home-school connections that optimize learning outcomes for ELLs.

**OR**

**Distinguishing Differences: Dissecting the Needs of Dually-Identified Learners**

**Audience: ALL**



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**1:55-2:55**

**Engaging Parents and Guardians: Building Home-School Connections**

**Audience: ALL**

**OR**

**Empowering ELLs in the Classroom and on the Test: 21<sup>st</sup> Century Tech Tools**

**Audience: Teachers**

**3:00-3:30**

**Full Group Closing**

**Audience: ALL**

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